San José State University

College of Social Science/Psychology
PSYC 175, Management Psychology, 01, Fall, 2016

Course and Contact Information

Instructor: Nirali Patel
Office Location: DMH
Email: nirali.patel@sjsu.edu
Office Hours: 4:45pm-5:45pm
By Appointment. Email to schedule appointment.
Class Days/Time: Wednesdays, 18:00-20:45 (6pm-8:45pm)
Classroom: Dudley Moorhead Hall 356
Prerequisites: Psychology 001

Technology Intensive, Hybrid, and Online Courses
Internet access is required to complete online quizzes, submitting assignments, etc., via Canvas.

Course Description
This course is designed to introduce students to the field of Management Psychology. The course is intended to familiarize you, inform you and help you move into a greater understanding of organizations, leadership and management. The material you will learn emphasizes a critical thinking approach to the understanding of what is leadership, management, and human behavior and how it impacts organizations.

Topics in the course include organizational culture, leadership and management, group dynamics, conflict and negotiation, empowerment and coaching, and work stress. Additional topics will also include employee selection, motivation, performance and behavior. Various case studies will also be used to help students gain a better understanding of how these topics play a role in organizations.

Students will apply critical thinking about what they read and will be challenged to compare, contrast and analyze the material in the writing assignments and to discuss ideas with their peers in weekly discussions.
Course Goals
The focus in the course will be three fold. We will look at managing yourself, working successfully with others and managing others. This course will provide students with an overview of managing human relations in the workplace. We will explore how management psychology can help improve the workplace for the individual, the group, and the organization.

Learning Outcomes
Upon successful completion of the psychology major requirements

PLO1 – Knowledge Base of Psychology – Students will be able to identify, describe, and communicate the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
PLO2 – Research Methods in Psychology – Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
PLO3 – Critical Thinking Skills in Psychology – Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
PLO4 – Application of Psychology – Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
PLO5 – Values in Psychology – Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Learning Outcomes (CLO)
Upon successful completion of this course, students will be able to:

CLO1 - Gain awareness of the applications of psychology for the behavior of individuals in the workplace.
CLO2 - Increase understanding of the complicated systems of individual and group psychological processes involved in organizations and the workplace.
CLO3 - To connect the basic principles of Management Psychology to Personnel and Human Resources management within organizations.
CLO4 - To explore ways in which individual career choices and work-life success can be improved through the benefits of Management Psychology.
CLO5 - Gain knowledge from the course that can be applied and used in both personal and professional work life.

Required Texts/Readings

Textbook
Other Readings
Addional reading materials as assigned in class and will be provided via hard copy in class, email, or canvas.

Library Liaison
Psychology
Adriana Poo
Phone: (408) 808-2019
Email: adriana.poo@sjsu.edu

Course Requirements and Assignments
SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at http://www.sjsu.edu/senate/docs/S12-3.pdf.

1. You will have Two - 2-4 page essays discussing, evaluating and applying some of the topics and theories you will be studying. These two essays will be worth 25 points each.

2. You will be asked to participate in ten in-class Discussions during the semester. You will be graded on your participation in the discussions following the topic being discussed and share with your peers your thoughts and ideas. These discussions are worth 10 points each.

3. You will complete five online Quizzes based on information from the chapter being reviewed the week of the quiz, any videos, or articles/additional materials. The quizzes are worth 10 points each.

4. You will have Two Exams (midterm and final) during the semester, which will include all materials covered during the first and second half of the course. The exam will be in class and timed. Please check the final exam date and time because it is different than the class time.
5. You will have **one final paper** based on an informational interview. You will interview someone who has the job or career that you are interested in pursuing to gain a greater understanding of your career interest, while expanding your professional network through the use of informational interviewing.

**THERE WILL BE NO RESCHEDULING OF THE EXAMS! PLEASE NOTE THE EXAM DEADLINE, YOU MUST TAKE THE TEST BY THAT DATE AND TIME.**

**Late Assignments (Papers, Discussion, etc.) will not be accepted**

University policy F69-24 at http://www.sjsu.edu/senate/docs/F69-24.pdf states, “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

**Grading Policy**

Grading will be based on the sum of the following:

1. 2 papers - covering lectures, films, outside readings and the text - worth 25 points each. (50)
2. 10 in-class discussions 10 points each (100).
3. 5 quizzes 10 points each (50)
4. 2 exams worth 50 points (100).
5. 1 final paper worth 50 points. (50)

This course works on a point system and is letter graded. You have the opportunity to earn up to 350 points. The points equate to a letter grade as shown below:

- **A** = 315-350 points (A, A-)
- **B** = 280-314 points (B, B+, B-)
- **C** = 245-279 points (C, C+, C-)
- **D** = 210-244 points (D, D+, D-)
- **F** = < 209 points
Each assignment has a grading value (see Assignments) the points/grade awarded are based upon the following criteria:

“A” = All assignments demonstrate a clear understanding of the topic/theory being discussed and the evidence being used for support is sound and cited appropriately. Papers are well organized, thoughtful and demonstrate critical thinking and creativity. Papers are free of errors in punctuation, spelling, word choice and grammar. All papers maintain a level of excellence. All assignments have been turned in on time and are in correct APA format.

“B” = All of the assignments demonstrate what is listed above but may have a few grammatical errors or lack a high level of critical thinking or creativity. Papers are a report of the text and material but not insightful. Use of outside sources is adequate and cited. APA style is attempted but some errors exist and all assignments have been turned in on time.

“C” = All of the assignments demonstrate basic skill levels but are not exceptional and have grammatical errors and/or poor sentence structure. APA style is attempted. Work demonstrates basic competence however critical thinking skills are weak and full understanding of the theories is not well demonstrated in the writing. One 2-page assignment is missing and/or 2 assignments have been turned in late.

“D” = Missing two assignments. Papers do not reflect understanding of the topic or theories. Extreme errors in grammar, spelling, punctuation and APA formatting not used. Sources not cited properly.
“F” = Students are missing 3 or more papers. Papers do not reflect understanding of the topic or theories. Plagiarism is present in any of the papers submitted.

All papers and discussion postings will be complete and without grammatical or punctuation errors. All sources will be properly cited as applicable.

All papers will be in APA style and formatted correctly. You are asked to write as a Word document or rich text format to insure file opening. Do not submit as a PDF file, I cannot make comments in PDF format. You must convert all tablet software to either a Word or RTF format.

Late papers will not be accepted. All papers will be submitted into the ‘Dropbox’ in the course.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details.

Classroom Protocol

Students must arrive to class on time. Students are required to silence or turn their cell phones off during class. Students will be graded on participation via in-class discussion, group work, activities, etc.

The course syllabus presented in this document will be followed as closely as possible. However, the course syllabus, schedule, policies, and procedures are subject to change at the discretion of the instructor or in the event of extenuating circumstances. This includes the tentative dates listed. The instructor will announce changes to the calendar in advance as/if possible. Since such announcements are typically made during class, it is the student’s responsibility to clarify any of these changes that may have been made when the student is absent.

Although the student will be responsible for all of the material in the assigned readings, some of the information may not be covered in class. Therefore, if there is material that is unclear to the student, it is highly recommended to discuss this material with the instructor at an appropriate time (e.g., during office hours). It is the student’s responsibility to read the syllabus and ask questions to gain a clear understanding of expectations. If the student is unclear about any of the requirements/expectations, please set up a time to speak with the instructor.

University Policies

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures
to follow if and when questions or concerns about a class arises. To learn important campus information, view University Policy S90–5 at http://www.sjsu.edu/senate/docs/S90-5.pdf and SJSU current semester’s policies at http://info.sjsu.edu/static/catalog/polocies.html. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at http://www.sjsu.edu/advising/.

**Consent for Recording of Class and Public Sharing of Instructor Material**

University Policy S12-7, http://www.sjsu.edu/senate/docs/S12-7.pdf, requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at
http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

Campus Policy in Compliance with the American Disabilities Act
If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Accommodation to Students' Religious Holidays
San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at http://www.sjsu.edu/senate/docs/S14-7.pdf.

Student Technology Resources
Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections
Peer Connections’ free tutoring and mentoring is designed to assist students in the development of their full academic potential and to inspire them to become independent learners. Peer Connections tutors are trained to provide content-based tutoring in many lower division courses (some upper division) as well as writing and study skills assistance. Small group and individual tutoring are available. Peer Connections mentors are trained to provide support and resources in navigating the college experience. This support includes assistance in learning strategies and techniques on how to be a successful student. Peer Connections has a learning commons, desktop computers, and success workshops on a wide variety of topics. For more information on services, hours,
locations, or a list of current workshops, please visit Peer Connections website at http://peerconnections.sjsu.edu for more information.

**SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

**SJSU Counseling and Psychological Services**

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide confidential consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit Counseling and Psychological Services website at http://www.sjsu.edu/counseling.
# PSYC 175, Management Psychology, Spring 2017

## Course Schedule

*The schedule is subject to change with notice*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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<tr>
<td>1</td>
<td>2/1/17</td>
<td>Ch 1 Introduction to Organizational Psychology</td>
</tr>
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<td>1</td>
<td></td>
<td>In-class Activity</td>
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<tr>
<td>2</td>
<td>2/8/17</td>
<td>Ch 3 Attraction and Socialization</td>
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<td>In-class activity</td>
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<td><em>Discussion 1</em></td>
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<td>Quiz 1 Due</td>
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<td>3</td>
<td>2/15/17</td>
<td>Ch 4 The Work-Nonwork Interface</td>
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<td>3</td>
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<td>Video</td>
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<td><em>Discussion 2</em></td>
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<td>Paper 1 assignment (discuss in class)</td>
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<tr>
<td>4</td>
<td>2/22/17</td>
<td>Ch 5 Productive Behavior in Organizations</td>
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<td>4</td>
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<td><em>Discussion 3</em></td>
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<td>Quiz 2 Due</td>
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<td>5</td>
<td>3/1/17</td>
<td>Ch 6 Counterproductive Behavior in Organizations</td>
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<td>Video</td>
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<td><em>Discussion 4</em></td>
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<td>Paper 1 Due</td>
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<tr>
<td>6</td>
<td>3/8/17</td>
<td>Ch 7 Occupational Stress and Employee Health and Well-Being</td>
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<td>6</td>
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<td>Video</td>
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<td><em>Discussion 5</em></td>
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<td>7</td>
<td>3/15/17</td>
<td>Ch 8 Beliefs and Attitudes about Work and the Organization</td>
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<td>Video</td>
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<td><em>Discussion 6</em></td>
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<td>Quiz 3 Due</td>
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<td>Final paper review</td>
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<td>8</td>
<td>3/22/17</td>
<td><strong>Exam 1 - Midterm</strong></td>
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<td>8</td>
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<td>Includes: chapter 1, 3, 4, 5, 6, &amp; 7 and all videos and additional readings for weeks 1-7</td>
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<td>In Class Activity</td>
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<td>9</td>
<td>3/29/17</td>
<td><strong>Spring Break</strong></td>
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<td>Week</td>
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<tr>
<td>10</td>
<td>4/5/17</td>
<td>Informational Interviews</td>
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<td>Project - Paper</td>
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<td>11</td>
<td>4/12/16</td>
<td>Guest Speaker</td>
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<td>11</td>
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<td>In class activity</td>
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<tr>
<td>12</td>
<td>4/19/17</td>
<td>Ch 9 pg 327-330 and Ch 10 The Practical Value of Motivation Theories and Organizational Applications of Motivation Theory</td>
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<td>12</td>
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<td>Discussion 7</td>
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<td>Quiz 4 Due</td>
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<td>13</td>
<td>4/26/17</td>
<td>Ch-11 Leadership and Influence Processes</td>
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<td>Video</td>
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<td>Discussion 8</td>
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<td>Paper 2 assignment (discuss in class)</td>
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<td>Quiz 5 Due</td>
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<td>14</td>
<td>5/3/17</td>
<td>Ch 12 Team Dynamics and Processes within Organizations</td>
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<td>Video</td>
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<td>Discussion 9</td>
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<td>Paper 2 Due</td>
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<td>15</td>
<td>5/10/17</td>
<td>Chapter 13: What is Organizational Theory</td>
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<td>Research on Organizational Design</td>
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<td>The Future of Organizational Design</td>
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<td>Chapter 13 Pg. 454-456, Pg. 480-483</td>
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<td>Chapter 14: Defining Organizational Culture</td>
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<td>The Development of Organizational Culture</td>
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<td>The Impact of Organizational Culture</td>
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<td>Chapter 14 Pg. 488-491, Pg. 499-504, Pg. 508-514</td>
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<td>Chapter 15: Conditions Necessary for Successful Organizational Change</td>
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<td>Chapter 15 pg. 544-548</td>
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<td>15</td>
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<td>Final Paper due (informational interview paper)</td>
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<td>Discussion 10</td>
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<td>Final Exam</td>
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<td>Exam 2 - Final: Wednesday, May 24, 2017 1715-1930 (5:15pm- 7:30pm)</td>
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<td>Includes: Chapters 8, 9, 10, 11, 12, 13, 14, &amp; 15 and all videos and additional readings for weeks 8-15.</td>
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Assignments

Paper 1 (25 pts)

After reading chapter 4, you begin to understand the work-nonwork relationship. Consider all the activities you have to complete every week. Apply what you learn about the work-nonwork interface and respond to the following:

1. What are the assumptions about work and nonwork interface that the text refers to?
2. Which activities do you consider work or not work?
3. What factors do you use to make these distinctions?

2-4 pages, double spaced, APA style
Submit one copy online to Canvas (Turn-it-in) and one hard copy in class

Paper 2 (25 pts)

In chapter 11 you read about leadership and its influences on an organization or employee(s). Additionally, you learn about the different types of leadership styles, traits, approaches, and theories. Evaluate these concepts and which has been most effective for/to you and which would you use. Examine the various leadership styles as you watch the video.

Video Link: will be provided in class and on PowerPoint slides posted on canvas

After reading the chapter and watching the video, answer the following questions in your paper:

1. What is leadership (how the chapter defines/describes it and your definition/description)?
2. Why is leadership and the first follower important? How do both play a key role? Do you agree or disagree with this concept?
3. From the chapter, which general approach(es)/style(s) to leadership did the dancing man use? (i.e. did he use only one approach/style or combination of multiple approaches/styles)
4. What new information did you learn about leadership (definition, style, etc.) from the chapter and/or the video?

2-4 pages, double spaced, APA style
Submit one copy online to Canvas (Turn-it-in) and one hard copy in class
Final Paper - Informational Interview

Assignment Purpose

You will interview someone who has the job or career that you are interested in pursuing to gain a greater understanding of your career interest, while expanding your professional network through the use of informational interviewing.

Informational Interview Guidelines

• The person you choose to interview may not be someone with whom you already have an established relationship. They must be someone new to you, otherwise you aren’t expanding your professional network.
• It is recommended that you seek an interviewee outside of your internship placement site, current employment, etc. in order to expand your professional network.
• The interview will be conducted a face-to-face. You may not “interview” via email. This would be inconsiderate and unprofessional. Email or call the individual and explain what the interview is regarding to set up the in-person interview.

Paper

The content of your paper will summarize and reflect upon your findings from the interview. You will submit a hard copy in-class and online on canvas. The paper should contain the following, but include additional information as needed:

Introduction
• The name of your informational interviewee
• Date and time when interview was conducted
• His/Her job title/position and the company he/she works for
• A brief description of his/her job or career field
• The reason why you chose to interview this person
• How you made the contact with this individual

Body
• Summary of the significant information you gained from your interviewee (questions you asked)
• Reflect on what you learned/discovered from the Info Interview
• Reflect on how it pertains to your future and career interests

Conclusion
• Additional positive outcomes from your interview (e.g. did you get the name of another networking contact, did he/she offer to assist you in your job search, etc.)
• The impact this interview had on your career pursuits
**Tips for conducting the interview**

**Research the company.** Spend time on the company's website to find out about their products and services, their locations and the names of their key executives.

**Dress to impress.** First impressions count so dress professionally as if you’re on a real job interview.

**BUT, remember you’re not in a job interview.** The most important rule about informational interviews is they are for information—not a job. If you confuse the two, and ask or imply you're really seeking a job, you have defeated the purpose of the interview. It can also appear that you were ‘tricking’ them into an interview. That said, sometimes the person you're interviewing may ask you if you'd be interested in applying for a job/internship, which is fine—as long as it’s their idea, not yours.

**Have a game plan.** Regardless of your hopes or intentions, this isn’t a regular interview, and the interviewer isn’t going to take charge. Have a game plan on how you’ll introduce yourself, have questions ready, go to the bathroom before the interview, arrive few mins early, etc.

**Express your gratitude early on.** Be thankful and courteous in your emails or phone calls. Do an email or hand written note as a follow up to thank the person.

**Come prepared with at least five key questions.** Think of questions that can’t be answered through the Internet. Ask such things as: *How did you get into the field? What advice would you have for someone starting out in this field? Who succeeds in this field? What characteristics are needed? If you had to do it over again, what would you do differently or the same? What do you see happening in this field over the next few years?*”